DOCUMENT RESUME

ED 198 938 PS 012 043

AUTHOR Powell, Jack V.
TITLE A Field-Based Approach to the Validation of Behavioral Competencies for Young Children.
PUB DATE Jan 80
NOTE 16p.: Filmed from best available copy. Paper presented at the meeting of the International Congress on Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavioral Objectives: *Cognitive Objectives: *Curriculum Development: *Early Childhood Education: Elementary Education: Elementary School Teachers: Guidelines: Inservice Teacher Education: Instructional Development: *Learning Activities: *Learning Processes: Preschool Teachers: Teacher Attitudes
IDENTIFIERS Blooms Taxonomy: Briggs (L): Gagnes Taxonomy: Validity Research

ABSTRACT

The development of a field-based approach to the validation of behavioral competencies for young children which reflect the theories of Bloom, Gagne, and Briggs is described in this paper. In Spring 1974, a list of 45 behaviors developed by the author was initially presented to the 50 faculty members of the Athens, Georgia, Child Development Centers. Each of the 50 members was asked to rate each item in the list on a 4-point scale ranging from most appropriate to inappropriate. Thirty-six of the items were rated as most appropriate or appropriate. From summer 1974 until the end of winter 1979, the validation process was continued. During this period a total of 615 subjects responded to the list. These respondents were preschool, kindergarten, and elementary school teachers participating in 14 staff development workshops, and undergraduate and graduate students enrolled in the early childhood program at the University of Georgia. A final list of 27 behaviors, believed to be integral objectives for the education of young children, was obtained from these validation processes. Specific lesson plans are outlined for each behavior. The final list of behaviors is presented in tabular form. (Author/MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Field-Based Approach to The Validation of Behavioral Competencies for Young Children

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jack V. Powell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED198938

Jack V. Powell, Ph.D.
Associate Professor of Early Childhood Education
University of Georgia, Athens (USA)

(Reference article, see Powell, Jack Vaughan in Reading Improvement, Winter 1977, V. 14, #4, pages 258-264.)

Abstract

Planning cognitive activities for young children was a major objective for 50 faculty members of the Athens, Georgia Child Development Centers during Spring quarter 1974. The author initially developed and proposed a list of 45 competencies for curriculum development beginning with preschool age and developmentally extending through primary grades. Over a two year period, the Delphi Technique was used in soliciting responses from approximately 340 in-service teachers with reference to the appropriateness of the initial list of competencies. Thirty-six items survived the initial evaluation process. Since Fall quarter 1976, the validation process has continued to include pre-service majors in early childhood education. All are students enrolled in the Competetency Based Teacher Education Program at The University of Georgia. The valiadation process under real teaching conditions will continue through Spring 1980. In establishing a broader base for curriculum planning and implementation, each behavior has been matched to the systems of Bloom, Gagné, and Briggs. Several specific lesson plans will be outlined for each behavior and grouped under the conditions of learning.

Introduction

Contemporary theory and practice suggest numerous alternatives for providing educational programs for preschool and early kindergarten years (Powell, 1977). These programs such as The Child-Development-Oriented Nursery School, Montessori Preschools, Academically Oriented preschools, The British Infant School, and Structured vs. Nonstructured programs have all emerged from research and theoretical issues on child development, motivation and the psychological nature of learning.

Amidst the controversy in determining appropriate programs for educating young children, the practitioner must use the psychology of child behavior as guidance in making curricular decisions. Good and Brophy (1973) stated that teachers should acquire and be able to implement a variety of teaching approaches because of the uniqueness of individual needs and the variety of learning techniques that are required to stimulate their learning behavior. In a similar context, Hyman (1974)

PS 012043

recommended specific criteria which teachers should consider in making their teaching methods relevant to student needs. These are:

> the context of the teaching situation (time and place); the number, ability, interests, and previous experience of the students; the nature of the subject matter; the teacher's own abilities and inclinations; and what he wishes to emphasize in his teaching - skills, knowledge or values.

According to Mosher and Purpel (1972), and Howsam (1976), instructional strategies and innovative techniques in public education often reflect conventional pedagogy while leaning on the developer's personal educational experiences. If education means a continuous growth process, then we cannot afford to permit tradition to overshadow current research in an era of educational accountability; therefore, a classroom teacher needs to keep abreast of current trends in effort to perform the best possible tasks in classroom teaching and learning.

Purpose

The long-range goals of this project are to (1) solicit responses from inservice and preservice teachers relative to behaviors believed to be appropriate and essential for young children, (2) develop a theoretical base for utilization through undergraduate field-based classes, graduate classes and staff development projects, and (3) provide a practical textbook for the inservice or preservice classroom teacher educator.

Recognizing that the psychology of child growth and development in conjunction with the educational benefits of individualized instruction should give direction to the education of young children, I believe that their instructional program should be developmentally flexible considering both learner characteristics and the nature of the resources upon which the activities are based. With these factors in mind, a broadly based textbook will be proposed that will be sequentially structured, and comprehensive enough to provide optimum curricular integration.

Methods and Procedures

In Spring 1974, a list of 45 behaviors developed by the author was initially presented to the 50 faculty members of the Athens, Georgia Child Development Centers. They were mainly concerned with what types of cognitive activities should children encounter in preschool with implications for developmental activities through early primary grades.

After a four day workshop, each participant was given a questionnaire on which to rate each behavior. They were asked to respond to each item on the list as being (1) Most Appropriate, (2) Appropriate, (3) Essential, but not relative to preschool-early primary curriculum or (4) Inappropriate. Each behavior was then analyzed in terms of responses given. Thirty-six of the items were rated as "Most Appropriate" or "Appropriate" by the Athens Child Development group.

From Summer 1974 until the end of Winter quarter 1979, a total of 615 subjects had responded to the list, thus resulting in a final taxonomy of 27 behaviors. These respondents were preschool, kindergarten, and

elementary teachers participating in 14 staff development workshops, as well as undergraduate and graduate students enrolled in the early childhood program at the University of Georgia.

Each behavioral statement on the list is being field tested for relevancy of developmental sequence and instructional activities. Hopefully, the terminal product will be a resource for preschool and early childhood curriculum development and implementation.

Behavioral Classification

The 27 items which will form the nucleus for the proposed text have been related to the theory of Bloom, Gagné and Briggs. This organization will not only establish a framework for instructional planning but also offer developmental guidance in the planning process.

Classification of Behavioral Statements

BEHAVIOR	AUTHOR'S INTERPRETATION	TAXONOMIC ANALYSIS (BLOOM)	TYPE OF LEARNING (GAGNÉ)	SUGGESTED METHOD (BRIGGS)
The child will:				
1. Know left and right.	when he can raise right or left hand on command; move to right or left on command; & recognize the right and left sides of a sheet of paper	1.11 Knowledge of terminology	Stimulus-Response Learning	Practice with spatial directions and left-right concepts; given commands
2. Follow directions.	when given step by step on a selected task	3.00 Application	Chaining	Requires oral & printed verbal units presented in sequence
3. Print his name.	perform (independently) on papers, etc., by using upper and lower case letters	3.00 Application	Chaining	May require practice in addition to printing name on classwork
4. Print numerals 1-10.	while teacher is writing the example on the chalkboard; write on paper (by memory) on command	1.20 Knowledge of ways and means of dealing with specifics	Chaining	Written units on reproducing numbers in sequence
5. Use scissors properly.	hold correctly and cut to some degree of accuracy	3.00 Application	Chaining	Practice in cutting out pictures, geometric shapes, etc.
6. Tie his shoes.	not assisted until the need arises	3.00 Application	Chaining	Practice with actual objects
7. Repeat the letters of the alphabet from A-Z.	perform orally in sequence; recognize individual letters out of sequence; print alphabet correctly	1.22 Knowledge of Trends & Sequences	Verbal Association	Practice with oral units in and out of sequence
8. Count to fifteen.	when asked to do so rotely	1.20 Knowledge of ways and means of dealing with specifics	Verbal Association	Practice with oral units in sequence

BEHAVIOR	AUTHOR'S INTERPRETATION	TAXONOMIC ANALYSIS (BLOOM)	TYPE OF LEARNING (GAGNE)	SUGGESTED MEDIUM (PRIGGS)
9. Recite short poems or songs after hearing them a selected number of times.	repeat fingerplays & songs in group situation; encourage individuals to volunteer	1.22 Knowledge of Trends and Sequences	Verbal Association	Practice with oral units
10. Recognize his own name.	when called out among several others; when he sees it in print	1.11 Knowledge of terminology	Multiple Discrimination	Oral or written exercises requiring name recognition using situational and contextual cues
11. Match various colors.	can say the names of colors and match oral word with concrete color named; point to color when named; locate specified color somewhere in classroom	4.20 Analysis of Relationships	Multiple Discrimination	Exercises using color charts or colored geometric shapes
12. Discriminate between likenesses & differences in shapes, designs, and pictures.	verbally differentiate; match like things on paper	4.20 Analysis of Relationships	Multiple Discrimination	Actual objects or pictures; oral, written and manipulative exercises
13. Match sets of objects to corresponding numerals as *** are ___ stars.	perform a one-to-one correspondence up to 10	3.00 Application	Multiple Discrimination	Exercises in pairing objects with words or pictures
14. Point out letters in newspapers or books and name them.	incidental exercises for reinforcement and/or motivation	3.00 Application	Multiple Discrimination	Drill in context of identified paragraphs or isolated verbal material
15. Associate color words from paper to a color chart.	initially learned by incidental association	2.10 Translation	Multiple Discrimination	Exercises in associating words with their appropriate color

BEHAVIOR	AUTHOR'S INTERPRETATION	TAXONOMIC ANALYSIS (BLOOM)	TYPE OF LEARNING (GAGNE)	SUGGESTED MEDIUM (R. ICGS)
16. Read labels on signs, cans, etc.	labels put on selected objects (chairs, desks, windows, tables, items in "play" store) by teacher; child independently reads them	3.00 Application	Multiple Discrimination	Present actual objects or pictures in real or simulated setting
17. Classify according to selected grouping, e.g.: building, people, fruit, flowers, animals, dishes, furniture, toys, and clothing.	establish categories from given variables	3.00 Application	Concept Learning	Requires exercises dealing with identifiable concrete experiences--objects and pictures
18. Discriminate between selected variables such as large and small, more or less, high and low, in and out, fast and slow, hot and cold, heavy & light, most and fewest.	point to objects to show understanding of large--small, hot--cold, show understanding of fast--slow, heavy--light through movements; manipulate objects or quantities to show more--less, most--fewest	3.00 Application	Concept Learning	Requires situational and concrete experiences
19. Select appropriate placement of objects according to teacher verbal questions/ statements, e.g.: the ball is under the ____(chair), the book is on the ____(desk), etc.	respond according to given statements or questions	3.00 Application	Concept Learning	Requires situational exercises that are verbal in nature

BEHAVIOR	AUTHOR'S INTERPRETATION	TAXONOMIC ANALYSIS (BLOOM)	TYPE OF LEARNING (GAGNE)	SUGGESTED MEDIUM (BRIGGS)
20. Demonstrate a knowledge of basic geometric shapes by drawing a circle, a square, a triangle, a cross, and a straight line.	select (from given figures) the appropriate shape(s) and draw it when asked	2.20 Interpretation	Concept Learning	Exercises emphasizing reproduction as indicated by oral or printed stimuli
21. Demonstrate the ability to use top to bottom and left to right page procedure in reading & writing.	identify the top and bottom, left and right of a page by pointing; write name in upper left-hand corner of paper	2.20 Interpretation	Concept Learning	Situational experience reinforced through observational procedures
22. Discriminate between lower case & upper case letters.	select the correct lower case letter among a group of lower and upper case letters when presented. Follow same procedure with upper case letters	2.20 Interpretation	Concept Learning	Oral exercises on identifying size and shape of letters
23. Utilize instructional games in learning situations.	play such games as Color and Shape Bingo, Alphabet Bingo, and Lotto in small group settings	3.00 Application	Principle Learning	Actual objects or pictures
24. Demonstrate evidence of listening skills while others are talking.	orally answer questions about things covered in small group discussions	3.00 Application	Principle Learning	Situational experience reinforced through observational procedures
25. Reconstruct familiar stories without omitting significant details.	satisfactorily dramatize the story to include all important events	5.10 Production of a unique communication	Problem Solving	Oral or verbal speech patterns

BEHAVIOR	AUTHOR'S INTERPRETATION	TAXONOMIC ANALYSIS (BLOOM)	TYPE OF LEARNING (GAGNÉ)	SUGGESTED MEDIUM (BRIGGS)
26. Interpret short stories as told or read.	draw pictures to interpret story after listening to it	4.10 Analysis of Elements	Problem Solving	Requires art work and/or drawing exercises
27. Relate pictures to story content.	put in correct order a sequence story puzzle such as "The Three Bears"	4.10 Analysis of Elements	Problem Solving	Requires a variety of oral or written exercises, both structured and isolated

Summary

Over a five-year period, 615 beginning and experienced classroom teachers in early childhood and elementary education participated in the validation process of a taxonomy of behaviors for preschool and primary curriculum development.

This field-based research culminated into a final list of 27 behaviors believed to be integral objectives for the education of young children. As a final product, a textbook has been proposed for practitioners in early childhood education and anyone involved in or contemplating curriculum development for this age level.

The extent to which the behaviors are being field tested in relation to developmental theory would greatly contribute to the educational benefits which our children would receive.

References

Good, Thomas L., and Brophy, Jere E., Looking in Classrooms, Harper and Row, New York, 1973.

Howsam, R. B., Corrigan, D. C., Denmark, G. W., and Nash, R. J., Educating a Profession, American Association of Colleges for Teacher Education, Washington, D.C., 1976.

Hyman, Ronald T., Ways of Teaching, J. B. Lippincott Company, Philadelphia, 1974.

Mosher, R. L., and Purpel, D. E., Supervision: The Reluctant Profession, Houghton-Mifflin, Boston, 1972.

Powell, Jack V., "Behavioral Classification of Competencies for Early Childhood Education," Reading Improvement, 1977, 14, 258-264.